



from the Missouri Department of
Elementary and Secondary Education,
Special Education School Improvement

Issues in EDUCATION

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Individualized Education Programs (IEPs)

**IDEA
'97**

provides for changes/additions to the IEP content, team membership and team procedures. These changes, which become effective on July 1, 1998, are intended to encourage greater access for students to the general education curriculum, as well as a greater level of participation in the IEP decision-making process by parents and students. Even though these new IEP provisions do not become effective until July 1, 1998, districts have been advised that on that date all IEPs must meet these new requirements or they will be out of compliance. Districts need to be incorporating these new requirements into IEPs as they are developed, reviewed and revised during this school year.

In response to requests for direction in writing IEPs, the Special Education School Improvement Section has prepared this technical assistance bulletin. Included with this bulletin is a checklist for IEP teams to use to determine if they have made all of the necessary considerations and included all of the required components in the IEP. We encourage you to use this checklist to guide you through the IEP development/review process. If you should have specific questions regarding the development/review/revision of IEPs, you may call your special education area supervisor or the Special Education School Improvement Section at (573) 751-0699.

IEP team participants

IDEA '97 provides for some changes/additions regarding IEP team membership. In addition to those members listed under former law, the

IEP team must now include:

- ❖ A general education teacher (if the child is or may be participating in the general education environment) *Proposed regulations suggest that the general education teacher should be one who is or may be responsible for assisting in the implementation of the student's IEP (this includes preschool children). If the student has more than one general education teacher, the local educational agency (LEA) may designate which general education teacher will participate;*
- ❖ A person to interpret the instructional implications of evaluation results.

In addition, the LEA representative must be knowledgeable about the:

- ♦ general curriculum; and
- ♦ availability of resources.

Required documentation for IEP participation

On the district's notification to the parent(s) of the IEP meeting, all required IEP team members (including the above additions) must be invited participants, as well as any other persons who have knowledge or expertise about the child that the district is inviting.

Students ages 14 and over (and younger if transition services are being discussed) must be members of the IEP team. For students 16 and over, where other agencies may be paying for or providing transition services, the agency representatives must be invited and included on the parent notification.

The district must also document, by name and role, all persons who

attended the IEP meeting. If the parent did not attend, documentation must be present that: (1) the parent elected not to attend; or (2) the parent participated through some method; or (3) the district made at least two separate attempts to include the parent, but was unsuccessful in arranging a mutually agreed time and place. If the student did not attend for transition planning, the district must document that they have gathered and considered information on the student's preferences and interests.

IEP content

The Technology Center for Special Education is developing a new IEP format that incorporates these new requirements. This format will be available to districts in the spring of 1998. Once available, it may be obtained through the center's Web site: (<http://techctr.educ.umkc.edu/welcomepage>) or by contacting the center at (800) 872-7066.

IEPs in effect after July 1, 1998, must include the following content:

- ❖ A written statement of present levels of educational performance. This statement must indicate how the disability affects the child's involvement and progress in the general education curriculum. For preschool children, the IEP must include a statement of the present

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found online at [http://
services.dese.state.mo.us/
divspeced/iepbulletin.html](http://services.dese.state.mo.us/divspeced/iepbulletin.html)

- levels of educational performance describing how the disability affects the child's participation in appropriate activities;
- ❖ Measurable annual goals, including benchmarks or short-term objectives related to:
 - ♦ helping the student be involved and progress in the general curriculum, and
 - ♦ meeting other educational needs resulting from the disability;
 - ❖ Statement of special education and related services, including:
 - ♦ supplementary aids and services or program modifications to be provided to the child or on behalf of the child;
 - ♦ supports for school personnel;
 - ❖ The projected date(s) for the initiation of special education, related services and modifications;
 - ❖ A statement of the location, frequency and duration for each special education and related service to be provided, as well as for any modifications or supports that will be provided.
- The program modifications or supports indicated above are those that would be provided for the child to advance appropriately toward attaining annual goals; to be involved and progress in the general curriculum; to participate in extracurricular/nonacademic activities; and to be educated and participate with other children, both with disabilities and the nondisabled;*
- ❖ Statement of the extent to which the child will not participate in the general class or the general education curriculum;
 - ❖ Statement concerning the student's participation in general state- and district-wide assessments of student achievement, including:
 - ♦ accommodations, if necessary, to allow for participation; or
 - ♦ if the IEP team has determined it is not appropriate for the child to participate, the IEP must state why the assessment is not appropriate and how the student will be assessed;
 - ❖ By age 14, and updated annually, a statement of transition service needs

- focusing on the student's course of study (e.g., college preparatory, vocational education, etc.);
- ❖ By age 16, a statement of needed transition services, including a statement of the interagency responsibilities or any needed linkages;
 - ❖ Statement of how progress toward annual goals will be measured and how this will be reported to parents. This must be reported at least as often as the progress of nondisabled students is reported;
 - ❖ Statement indicating that the student has been informed of the rights that will transfer to him/her under Part B upon reaching the age of majority (in the state of Missouri this is age 18). This statement must be included on the IEP one year prior to the student's 18th birthday.

IEP team considerations

When developing, reviewing or revising the IEP, IDEA '97 requires the IEP team to make the following considerations for *all* students with disabilities:

- ❖ Strengths of the child and any parental concerns for enhancing the child's education;
- ❖ Results of the initial or most recent re-evaluation;
- ❖ The communication needs of the child; and
- ❖ Assistive technology devices and services.

The following special considerations must be made for students whose behavior impedes their own learning or the learning of others or who have been identified as Limited English Proficient (LEP), blind/visually impaired or deaf/hearing impaired:

- ❖ Strategies, including positive behavioral interventions, when a student's behavior impedes his/her learning or that of others;
- ❖ The language needs of children who are Limited English Proficient (LEP) as those needs relate to the IEP;
- ❖ Use of and instruction in Braille for children who are blind or visually impaired, unless the IEP team determines this to be inappropriate; and

- ❖ For children who are deaf or hearing impaired, consider:
 - ♦ language and communication needs;
 - ♦ opportunities for direct communication in the child's language and communication mode with peers and adults;
 - ♦ academic level; and
 - ♦ full range of needs, including opportunities for direct instruction in the child's language and communication mode.

Required documentation for IEP team considerations

Because the final regulations are not published and the state's Program Review Standards have not been revised, there are no specific standards to guide IEP teams regarding the documentation of these considerations. Until standards for documentation have been completed, this documentation may be included in the IEP document itself or in the form of IEP team meeting notes. It is important, however, that documentation of these team considerations be made and retained in the student's file.

Finally, if, in considering any of the factors listed above, the IEP team determines that a child needs a particular device or service (including an intervention, accommodation or other program modification) in order for the child to receive FAPE, the IEP team must include a statement to that effect in the child's IEP.

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IEP Checklist

Student's name: _____

Date of IEP Meeting: _____

Diagnosis: _____

Completed by: _____

The checklist below may be used by IEP teams to guide their preparation and discussion, in order to be assured that all requirements of the new federal law are incorporated into the IEP.

IEP Team Participants

- _____ 1. Parent(s)
- _____ 2. Student (age 14+, and younger if transition is being discussed or IEP team determines to be necessary or appropriate)
- _____ 3. At least one general education teacher (if child is or may be participating in the general education program)
- _____ 4. At least one special education teacher/provider
- _____ 5. LEA representative
- _____ 6. Individual to interpret instructional implications of evaluation results
- _____ 7. Agency representatives when transition services are being considered
- _____ 8. Others who have knowledge or expertise about the child, at the discretion of the parent or district

IEP Content

- _____ Present Level of Performance
- _____ Measurable annual goals
- _____ Benchmarks or short-term objectives
- _____ Statement of Special Education, Related Services and supplementary aids/services to be provided to the child
- _____ Statement of program modifications or supports that will be provided for or on behalf of the child or for school personnel
- _____ Projected date for initiation of special education services, related services and modifications/supports
- _____ Statement of anticipated location, frequency and duration for special education services, related services and modification/supports
- _____ Explanation of the extent, if any, that the child will not participate with nondisabled students in the general classroom or the general education curriculum and in extracurricular and other nonacademic activities
- _____ Statement of student's participation in assessment including accommodations needed for the student's participation in the assessment or reasons why the assessment is not appropriate and how that student will be assessed
- _____ Statement of transition service needs (age 14+)
- _____ Statement of needed transition services (age 16+)

Continued on next page

IEP Content (continued)

- _____ Statement of how progress toward annual goals will be measured and how this will be reported to parents (including the frequency of reporting)
- _____ Statement of transfer of rights (age 17+)
- _____ Consideration of Extended School Year
- _____ Statement of student's participation in Physical Education (general or adapted program)

Special Considerations (a statement must be placed on the student's IEP if the team determines that the child needs a particular device or service [including an intervention, accommodation or other program modification] for any of the special considerations listed below).

For all students:

- _____ Strengths of the child and parental concerns for enhancing education
- _____ Results of initial or most recent re-evaluation
- _____ Communication needs
- _____ Assistive technology devices/services

For students whose behavior impedes their learning or the learning of others: (write N/A if not applicable)

- _____ Student's behavior, including positive behavioral interventions

For Limited English Proficient (LEP) students: (write N/A if not applicable)

- _____ Language needs for LEP students

For blind/visually impaired: (write N/A if not applicable)

- _____ Braille, for blind or visually impaired

For deaf/hearing impaired: (write N/A if not applicable)

- _____ Language and communication needs
- _____ Opportunities for direct communication
- _____ Academic level
- _____ Full range of needs, including direct instruction in child's language and communication mode